

FIFTH EDITION

Focus on Grammar 2

Irene E. Schoenberg

with **MyEnglishLab**
access code inside



FIFTH EDITION

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Irene E. Schoenberg

Focus on Grammar 2: An Integrated Skills Approach, Fifth Edition

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WELCOME TO FOCUS ON GRAMMAR

FIFTH EDITION

BUILDING ON THE SUCCESS of previous editions, *Focus on Grammar* continues to provide an integrated-skills approach to engage students and help them understand, practice, and use English grammar. Centered on thematic instruction, *Focus on Grammar* combines comprehensive grammar coverage with abundant practice, critical thinking skills, and ongoing assessment, helping students accomplish their goals of communicating confidently, accurately, and fluently in everyday situations.

New in the Fifth Edition

New and Updated Content

Focus on Grammar continues to offer engaging and motivating content that appeals to learners from various cultural backgrounds. Many readings and activities have been replaced or updated to include topics that are of high interest to today's learners.

Updated Charts and Redesigned Notes

Clear, corpus-informed grammar presentations reflect real and natural language usage and allow students to grasp the most important aspects of the grammar. Clear signposting draws attention to common usage, the difference between written and spoken registers, and common errors.

Additional Communicative Activities

The new edition of *Focus on Grammar* has been expanded with additional communicative activities that encourage collaboration and the application of the target grammar in a variety of settings.

Expanded Writing Practice

Each unit in *Focus on Grammar* now ends with a structured “From Grammar to Writing” section. Supported by pre-writing and editing tasks, students engage in activities that allow them to apply the target grammar in writing.

New Assessment Program

The new edition of *Focus on Grammar* features a variety of new assessment tools, including course diagnostic tests, formative and summative assessments, and a flexible gradebook. The assessments are closely aligned with unit learning outcomes to inform instruction and measure student progress.

Revised MyEnglishLab

The updated MyEnglishLab offers students engaging practice and video grammar presentations anywhere, anytime. Immediate feedback and remediation tasks offer additional opportunities for successful mastery of content and help promote accuracy. Instructors receive instant access to digital content and diagnostic tools that allow them to customize the learning environment to meet the needs of their students.

The *Focus on Grammar* Approach

At the heart of the *Focus on Grammar* series is its unique and successful four-step approach that lets learners move from comprehension to communication within a clear and consistent structure. The books provide an abundance of scaffolded exercises to bridge the gap between identifying grammatical structures and using them with confidence and accuracy. The integration of the four skills allows students to learn grammar holistically, which in turn prepares them to understand and use English more effectively.

STEP 1: Grammar in Context integrates grammar and vocabulary in natural contexts such as articles, stories, dialogues, and blog posts. Students engage with the unit reading and theme and get exposure to grammar as it is used in real life.

STEP 2: Grammar Presentation presents the structures in clear and accessible grammar charts and notes with multiple examples of form and meaning. Corpus-informed explanations and examples reflect natural usage of the target forms, differentiate between written and conversational registers whenever appropriate, and highlight common errors to help students avoid typical pitfalls in both speaking and writing.

STEP 3: Focused Practice provides numerous and varied contextualized exercises for both the form and meaning of the new structures. Controlled practice ensures students' understanding of the target grammar and leads to mastery of form, meaning, and use.

STEP 4: Communication Practice provides practice with the structures in listening exercises as well as in communicative, open-ended speaking activities. These engaging activities provide ample opportunities for personalization and build students' confidence in using English. Students also develop their critical thinking skills through problem-solving activities and discussions.

Each unit now culminates with the **From Grammar to Writing** section. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing that contain writing models to editing.

Recycling

Underpinning the scope and sequence of the *Focus on Grammar* series is practice that allows students to use target structures and vocabulary many times, in different contexts. New grammar and vocabulary are recycled throughout the book. Students have maximum exposure, leading them to become confident in using the language in speech and in writing.

Assessment

Extensive testing informs instruction and allows teachers and students to measure progress.

- **Unit Reviews** at the end of every unit assess students' understanding of the grammar and allow students to monitor their own progress.
- **Diagnostic Tests** provide teachers with a valid and reliable means to determine how well students know the material they are going to study and to target instruction based on students' needs.
- **Unit Review Tests, Mid- and End-of-Term Review Tests, and Final Exams** measure students' ability to demonstrate mastery of skills taught in the course.
- The **Placement Test** is designed to help teachers place students into one of the five levels of the *Focus on Grammar* course.

The Importance of Context

A key element of *Focus on Grammar* is presenting important grammatical structures in context. The contexts selected are most relevant to the grammatical forms being introduced. Contextualized grammar practice also plays a key role in improving fluent use of grammar in communicative contexts. It helps learners to develop consistent and correct usage of target structures during all productive practice.

The Role of Corpus

The most important goal of *Focus on Grammar* has always been to present grammar structures using natural language. To that end, *Focus on Grammar* has incorporated the findings of corpus linguistics,* while never losing sight of what is pedagogically sound and useful. By taking this approach, *Focus on Grammar* ensures that:

- the language presented reflects real, natural usage
- themes and topics provide a good fit with the grammar point and elicit the target grammar naturally
- findings of the corpus research are reflected in the syllabus, readings, charts, grammar notes, and practice activities
- examples illustrate differences between spoken and written registers, and formal and informal language
- students are exposed to common errors in usage and learn how to recognize and avoid errors in their own speech and writing

Focus on Grammar Efficacy

The fifth edition of *Focus on Grammar* reflects an important efficacy initiative for Pearson courses—to be able to demonstrate that all teaching materials have a positive impact on student learning. To support this, *Focus on Grammar* has been updated and aligned to the **Global Scale of English** and the **Common European Framework** (CEFR) to provide granular insight into the objectives of the course, the progression of learning, and the expected outcomes a learner will be able to demonstrate upon successful completion.

To learn more about the Global Scale of English, visit www.English.com.

Components

Student Books with Essential Online Resources include access codes to the course audio, video, and self-assessment.

Student Books with MyEnglishLab offer a blended approach with integration of print and online content.

Workbooks contain additional contextualized practice in print format.

Digital Teacher's Resources include printable teaching notes, GSE mapping documents, answer keys, audio scripts, and downloadable tests. Access to the digital copy of the student books allows teachers to project the pages for whole-class instruction.

FOG Go app allows users to access the student book audio on their mobile devices.

* A principal resource has been Douglas Biber et al, *Longman Grammar of Spoken and Written English*, Harlow: Pearson Education Ltd., 1999.

The Focus on Grammar Unit

Focus on Grammar introduces grammar structures in the context of unified themes. All units follow a four-step approach, taking learners from grammar in context to communicative practice. Thematic units add a layer to learning so that by the end of the unit students will be able to discuss the content using the grammar points they have just studied.

STEP 1 GRAMMAR IN CONTEXT

Before You Read activities create interest and elicit students' knowledge about the topic.

Vocabulary exercises help students improve their command of English.

UNIT 1

Present of Be: Statements SPORTS

OUTCOMES

- Use the verb *be* in simple present statements
- Recognize details in a short description
- Recognize important information in a conversation about people
- Talk about sports and famous athletes
- Write sentences about a classmate

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the photos. Work with a partner. Answer the questions.

1. What are three popular sports in your country?
2. What's your favorite sport?

MOST POPULAR SPORTS IN THE WORLD



READ

Read this article about Ana and soccer.

Ana and Soccer

Hi, I'm Ana Silva. I'm from São Paulo, Brazil. I'm a soccer fan. Soccer is the number-one sport in my country. It's the number-one sport in the world. It is popular in Africa, Asia, Europe, South America, and North America. But the name "soccer" is not popular all over the world. Only people in the

United States and Canada call the sport "soccer." People in the rest of the world call it "football."

This is a photo of me with my cousins Julia and Marco. They are with me at a soccer game. Julia is in the middle. She's a student at the University of São Paulo. Marco is in high school. He's in his last year. We are all soccer fans. We're athletes, too. I'm a soccer player, but Julia and Marco are not. They're tennis players. But we all love soccer. Of course we love soccer—we are Brazilians!



AFTER YOU READ

VOCABULARY Complete the sentences. Circle the correct answers.

1. Ronaldo is her favorite soccer player. His photo is on her wall. She's a fan / student of Ronaldo.
2. That hockey team is new. It's only / over two years old.
3. All the students in our school like hockey. It is a popular / bad sport here in Canada.
4. Ahmed is good at all sports. He's a very good athlete / friend.
5. This is a photo of my friends and me. Jon is on the left. Natalie is on the right. I'm in the world / in the middle.
6. Ten of my classmates love sports. The rest of / The name of my classmates are not interested in sports.

COMPREHENSION Read the statements. Check (✓) True or False.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. In the photo, Ana is with her brother and sister. | ☐ | ☐ |
| 2. Ana is from Brazil. | ☐ | ☐ |
| 3. Brazil is in São Paulo. | ☐ | ☐ |
| 4. Football is the number-one sport in Brazil. | ☐ | ☐ |
| 5. Julia and Marco aren't soccer players. | ☐ | ☐ |
| 6. Ana and her cousins aren't soccer fans. | ☐ | ☐ |

DISCUSSION Work with a partner. Compare your answers in B. Then say two things about Ana and her cousins and two things about soccer.

Go to MyEnglishLab for more vocabulary practice.

Present of Be: Statements 5

Engaging, high-interest **readings** in a variety of genres present the target structures in natural and realistic contexts. As students read, they encounter the form, meaning, and use of the grammar.

Comprehension and **Discussion** activities focus on the meaning of the text and draw students' attention to the target structures.

NEW!

STEP 2

GRAMMAR PRESENTATION

Grammar Charts present the structures in a clear, easy-to-read format.

STEP 2 GRAMMAR PRESENTATION

SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS

Affirmative Statements			Negative Statements			
Subject	Verb		Subject	Do not / Does not	Base Form of Verb	
I			I			
You*	eat		You	do not		
We	like		We	don't	eat	noodles.
They		noodles.	They		like	
He			He	does not	have	
She	has		She	doesn't		
It			It			

* You can be singular or plural.

ADVERBS AND EXPRESSIONS OF FREQUENCY

Adverbs of Frequency				Adverbs of Frequency with Be			
Subject	Adverb	Verb		Subject	Be	Adverb	
I				I	am		
You				You			
We				We	are		
They	usually	cook	on holidays.	They		usually	busy.
He	almost never			He		almost never	
She		cooks		She	is		
It		rains.		It			

Adverbs of Frequency	
always	100%
almost always	
frequently	
usually	
often	
sometimes	50%
rarely/seldom	
almost never	
never	0%

Expressions of Frequency	
Emiko cooks	every day. twice a week. three times a month. several times a year. once in a while.

88 Unit 8

NEW!

The newly designed **Grammar Notes** highlight the main point of each note, making navigation and review easier. Simple corpus-informed **explanations** and **examples** ensure students' understanding.

GRAMMAR NOTES

1 Count and Non-Count Nouns

There are count nouns and non-count nouns.

Nouns such as *apple*, *table*, and *menu* are count nouns. We call them count nouns because we can count them.

I ate one pear and two apples.

Nouns such as *milk*, *juice*, and *sugar* are non-count nouns. We call them non-count nouns because we cannot count them.

We need milk, juice, and sugar.

Some nouns can be both count and non-count nouns.

He bought three cakes for the party. (count noun)
He ate some cake. (non-count noun)

USAGE NOTE In informal speaking, some non-count nouns are used as count nouns.

I'd like two coffees and two sodas.
(= I'd like two cups of coffee and two cans of soda.)

BE CAREFUL! Do not add -s or -es to a non-count noun.

I need milk.
NOT I need milks.

2 Indefinite Articles A, An

Use *a* or *an* to talk about a person or thing for the first time, or when it is not clear which person or thing you mean.

Use *a* or *an* before a singular count noun.

I bought a pear and an apple.

Remember to use *a* before a consonant sound.

A: Do you want a steak?
B: No. I want a small pasta dish.

Remember to use *an* before a vowel sound.

A: Did you eat an appetizer?
B: Yes. I had an avocado salad.

BE CAREFUL! Do not put *a*, *an*, or a number before a non-count noun.

I want rice.
NOT I want a rice.

3 Definite Article The

Use *the* when it is clear which person or thing you mean.

You can use *the* before singular count nouns, plural nouns, and non-count nouns:

• singular count nouns

The restaurant is open.
(Both the speaker and listener know which restaurant.)

• plural nouns

A: Do you have any napkins?
B: Yes. The napkins are over there.
(the napkins that A asked about)

• non-count nouns

The soup is delicious.

Articles with Count and Non-Count Nouns; Some/Any 311

NEW!

Clear signposting provides corpus-informed notes about common usage, differences between spoken and written registers, and common errors.

PRONUNCIATION NOTE

Regular Past Tense Endings

Regular simple past verbs end in three sounds: /d/, /t/, or /ɪd/.

- /d/
- /t/
- /ɪd/

He arrived late.
They worked at a hotel.
She waited for him at the airport.

Pronunciation Notes are now included with the grammar presentation to highlight relevant pronunciation aspects of the target structures and to help students understand authentic spoken English.

NEW!

STEP 3 FOCUSED PRACTICE

Discover the Grammar activities develop students' recognition and understanding of the target structures before they are asked to produce them.

Controlled practice activities lead students to master form, meaning, and use of the target grammar.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1, 3
A student is people watching in her psychology class. Underline all the uses of the present progressive.

I'm in my psychology class. This semester we're studying child psychology. Today's class is almost over. Julia and Maria are closing their books. Our teacher is returning a test. Bob has a smile on his face. He always gets a good grade. Ryan isn't smiling. Maybe his grade is low. Shoko is texting under the table. Jon isn't listening to the teacher. He's thinking about lunch. I can hear his stomach. It's making noises.

3 Write the base form of the underlined words in A.

1. study
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

EXERCISE 2 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 1-3 Complete the sentences with the present progressive forms of the verbs in parentheses.

1. I'm tired of studying. I'm taking a break and _____ around.
2. Julie and Maria _____ games, and Bob _____ someone.
3. Shoko and Ryan _____ homework, and Jon _____ the paper.
4. It _____ outside now. People _____ umbrellas.
5. Some people _____ at the door. They _____ for the rain to stop.
6. I _____ homework. I'm looking at the people in the library.
7. It _____ now. It _____.
8. They _____ at this moment. They _____.
9. This semester, Hugo _____ five courses. He _____ hard.
10. This week in psychology class, we _____ about the behavior of three-year-old children.

EXERCISE 2 ADVERBS OF MANNER

GRAMMAR NOTES 1-2 Complete each sentence. Change the adjectives in parentheses to adverbs.

1. The audience listened carefully (careful).
2. He spoke _____ (quick).
3. Sally writes _____ (good).
4. They speak Spanish _____ (fluent).
5. He spoke _____ (clear).
6. He drove _____ (fast).
7. Did he drive _____ (dangerous)?
8. Did they sing _____ (bad)?
9. The movie began _____ (slow).
10. It rained _____ (hard) last night.
11. She woke up _____ (early).
12. He stayed up _____ (late).



EXERCISE 3 LINKING VERBS

GRAMMAR NOTE 3 Match the beginnings of the sentences with the endings.

- | | |
|----------------------|---|
| 1. She looks | a. awful. I hate heavy metal music. |
| 2. He looks | b. happy. I guess he gave a good talk. |
| 3. The soup tastes | c. sick. Does she have a fever? |
| 4. Her speech was | d. good. Are they baking cookies? |
| 5. This CD sounds | e. great. People clapped for a long time. |
| 6. Their home smells | f. terrible. Don't eat it. |

EXERCISE 4 ADVERBS OF MANNER AND ADJECTIVES

GRAMMAR NOTES 1-3 Complete the conversations. Circle the correct answers.

1. A: How was the debate?
B: Good. Both sides spoke good / (well).
2. A: How was the food at the reception after the debate?
B: It tasted bad / badly.

Adverbs of Manner 395

Editing exercises allow students to identify and correct typical mistakes.

EXERCISE 6 EDITING

GRAMMAR NOTES 1-7 Correct the paragraph. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

In the United States, people usually start the New Year holiday on New Year's Eve. Many people plans celebrations weeks in advance. My cousin always invite friends to a party. My parents usually goes to a restaurant with friends. Many people watch an event on TV just before midnight. On New Year's Day, people usually am relax from the night before. My brother watches football games on TV, and my sister is go to her friend's home. I sleeps all day long and not do anything.



Go to MyEnglishLab for more focused practice.

EXERCISE 7 LISTENING

Listen to a conversation about Independence Day celebrations. Then write the name of the country and the date of its Independence Day.

STEP 4

COMMUNICATION PRACTICE

Listenings in a variety of genres allow students to hear the grammar in natural contexts.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

CS402 **A** Listen to a quiz show about animals. Read the questions. Choose the correct answers.

- The first question asks, "Which land animal has the longest gestation period?"
A gestation period is _____.
a. the time the baby is inside its mother b. the time the baby learns to walk
- The second question asks, "Which animal is _____?"
a. the fattest b. the fastest
- The third question asks, "Which animal is _____?"
a. the loudest b. the proudest
- The last question asks, "Which animal is _____?"
a. the smallest b. the deadliest

CS402 **B** Listen again. What were the answers to the four questions in the quiz show? Choose from the words in the box.

ant	cheetah	cow	horse	monkey	peacock
bear	cockroach	elephant	lion	mosquito	tiger

Question 1: the Asian _____

Question 2: the _____

Question 3: the howler _____

Question 4: the _____

C Work with a partner. Say two statements about animals using the superlative. Your partner decides if they are true or false. Take turns.

EXAMPLE: A: The Asian elephant is the loudest land animal.

B: That's not true. The howler monkey is the loudest land animal.



The Superlative 423

In the **listening activities**, students practice a range of listening skills. A **new step** has been added in which partners complete an activity that relates to the listening and uses the target grammar.

NEW!

Engaging **communicative activities** (conversations, discussions, presentations, surveys, and games) help students synthesize the grammar, develop fluency, and build their problem-solving skills.

EXERCISE 7 WHAT DO I REALLY MEAN?

ROLE PLAY How we speak gives a different meaning to a sentence. Work with a partner. Say the following sentences in the ways in the box or choose your own ways. Your partner guesses how you're talking.

angrily	decisively	questioningly	sadly	sarcastically
---------	------------	---------------	-------	---------------

- I love English grammar.

EXAMPLE: A: I love English grammar.

B: You're speaking sarcastically.

A: You're right.

- The speech was great.
- The movie was wonderful.
- I love to exercise.
- It's mine, all mine.



EXERCISE 8 WHAT AM I DOING?

GAME Work in groups. Choose a verb and an adverb from the list. Act it out in front of your group. They say what you're doing.

Verbs

dance	sing
drive	speak
eat	walk
listen	

Adverbs

badly	quietly
carefully	quickly
nervously	slowly
noisily	



398 Unit 22

Go to [MyEnglishLab](#) for more communication practice.

FROM GRAMMAR TO WRITING

A **From Grammar to Writing** section, now in every unit, helps students to confidently apply the unit's grammar to their own writing.

NEW!

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Read about a student's pet. Then complete the chart with information about your pet or a pet you know about. Work with a partner. Use the chart to tell your partner about the animal.



I have a beautiful parakeet. His feathers are bright green. His name is Chichi. He is two years old. He lives in a cage in my living room. Sometimes he flies around the room. Chichi can sing very beautifully. Chichi couldn't do anything when he was younger. But now he can sit on my finger and eat from my hand. He can't speak, but I'm happy about that. I tell him all my secrets, and he doesn't tell anyone. That's a wonderful quality. I love my Chichi.

	Student's Pet	My Pet
Kind of animal	bird/parakeet	
Description	green feathers	
Name	Chichi	
Age	two years old	
Home	cage	
Abilities	sit on finger/eat from hand	

B WRITE Write a paragraph about a pet. Use the paragraph in A and your chart. Use *can*, *can't*, *could*, or *couldn't*.

C CHECK YOUR WORK Read your paragraph in B. Underline *can*, *can't*, *could*, or *couldn't* and the verb that follows. Use the Editing Checklist to check your work.

Editing Checklist

Did you ... ?

- ☐ follow *can*, *can't*, *could*, and *couldn't* with the base form of the verb
- ☐ use *can* for the present and *could* for the past
- ☐ check your spelling

D REVISE YOUR WORK Read your paragraph again. Can you improve your writing? Make changes if necessary.

The **Before You Write** task helps students generate ideas for their writing assignment. They typically contain writing models for students to analyze and emulate.

In the **Write** task, students are given a writing assignment and guided to use the target grammar.

Check Your Work includes an Editing Checklist that allows students to proofread and edit their compositions.

In **Revise Your Work**, students are given a final opportunity to improve their writing.

158 Unit 13

Go to MyEnglishLab for more writing practice.

UNIT REVIEW

Unit Reviews give students the opportunity to check their understanding of the target structures. Students can check their answers against the Answer Key at the end of the book. They can also complete the Review on MyEnglishLab.

UNIT 25 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

- Do you want to start / starting a business?
- I hope to sell / selling my business next year.
- She decided to return / returning to school.
- She hopes to become / becoming a pilot.
- She enjoys to fly / flying and to see / seeing the world.

B Complete the sentences with the correct forms of the verbs in parentheses.

- She doesn't want _____ evenings.
(work)
- Her boss refuses _____ her hours.
(change)
- She's thinking about _____ her job and _____ back to school.
(quit) (go)
- Her English keeps _____.
(improve)

C Write sentences. Put the words in parentheses in the correct order.

- _____ (helping / people / she / enjoys)
- _____ (to / graduate / in June / expect / we)
- _____ (to / trying / study / are / they)
- _____ (avoids / and / he / eating / candy / ice cream)

D Correct the paragraph. There are six mistakes.

Carol volunteers at a hospital. She enjoys taking care of patients. Some patients refuse

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Focus on GRAMMAR 3

4 Grammar Presentation Attempt 1

Unit 4 Grammar Video Presentation

Watch the video.

I used to eat meat, but now I eat only chicken and fish.
I didn't use to drink much water, but now I drink water all day.

Back to course Next

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ALWAYS LEARNING PEARSON

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- Part 1: Present and Past
- Part 2: The Future
- Part 3: Present Perfect
- Part 4: Modals and Similar Expressions
- Part 5: Nouns, Quantifiers, and Articles
- Part 6: Adjectives and Adverbs
- Part 7: Gerunds and Infinitives
- Part 8: Pronouns and Phrasal Verbs
- Part 9: More Modals and Similar Expressions
- Appendices

FOG 3 Se Class

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Change view: Practice & Tests

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	Score	Grade	Completed	Score	Grade	Completed
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Kevin Ross	49%	C	6/565	---	---	0/0
Ann Jones	88%	A	64/565	---	---	0/0
Jean Richardson	12%	E	73/565	---	---	0/0
Patrick Fitzgerald	2%	F	167/565	---	---	0/0
Monica Newton	97%	A	89/565	---	---	0/0
Summary	55%	D				

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4 Focused Practice Attempt 1

Unit 4 Focused Practice A

Choose the correct words to complete each sentence. Click on the light bulb icon to review the Grammar Chart and Grammar Notes.

1 A: Did you play Pacman?
B: Yes, I use to play Pacman?
A: When used to play Pacman?
B: I play every day. I it after school in the video arcade.

2 A: When you were a kid, CDs?
B: No, I .
A: listen to?
B: We to vinyl records.

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- remediation activities
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Scope and Sequence

PART 1 *Be: Present and Past*

UNIT	GRAMMAR	READING
1 Present of <i>Be</i>: Statements Page 4 THEME Sports	- Can use the verb <i>be</i> in simple present affirmative and negative statements - Can use contractions in speaking and writing	Personal Story: <i>Ana and Soccer</i> Can determine the general meaning of a short, simple personal description with visual support
2 Present of <i>Be</i>: Questions Page 15 THEME School	- Can ask a range of <i>yes/no</i> and <i>wh-</i> questions with <i>be</i> in the simple present - Can construct short answers to questions in the simple present	Conversation Transcript: <i>Are We Late?</i> Can understand details in a conversation in a classroom setting
3 Past of <i>Be</i> Page 28 THEME A First Day	- Can make simple past statements with <i>be</i> - Can ask simple past <i>yes/no</i> and <i>wh-</i> questions with <i>be</i> - Can use a range of common time markers for the past	Narrative: <i>Sarah's First Day</i> Can identify specific information in a narrative article

PART 2 Nouns, Adjectives, and Prepositions

4 Count Nouns and Proper Nouns Page 42 THEME Photographs and Photographers	- Can use <i>a/an</i> with singular count nouns - Can use common regular and irregular nouns in the plural form - Can identify and use proper nouns PRONUNCIATION Plural Noun Endings	Biography: <i>A Photographer and a Photo</i> Can identify specific information in a short biography
5 Descriptive Adjectives Page 54 THEME Interesting and Unusual Places	- Can place adjectives in the correct position before nouns - Can use the appropriate articles with adjectives that come before count nouns	Information Article: <i>Cappadocia, a Place of Mystery</i> Can identify key details in an article about a location and its geographical features
6 Prepositions of Place Page 63 THEME Locations	- Can use a range of prepositions of place - Can use <i>on</i>, <i>at</i>, and <i>in</i> for specific addresses and locations	Magazine Article: <i>The American Museum of Natural History</i> Can recognize important details in a descriptive passage

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about athletes ■ Can identify key details about people in conversations that are conducted clearly and slowly	■ Can discuss likes and dislikes ■ Can describe something in a simple list of points	■ Can write personal information about a friend or colleague, using notes for guidance	athlete fan (n) in the middle only popular the rest of
A conversation about classmates ■ Can recognize and describe basic information about people in conversations that are conducted clearly and slowly	■ Can ask simple questions to find out more about someone ■ Can use brief, everyday expressions to ask for and give personal details	■ Can write a detailed list of questions about a familiar place	excuse me office on time right (adj) room (n)
A series of phone messages ■ Can extract key factual information from a recorded phone message	■ Can communicate in routine tasks that require simple, direct exchanges of information, such as descriptions of the weather and everyday activities	■ Can write a paragraph about a personal experience (first day of school)	afraid (of) difficult nervous principal (n) AWL surprise (n)
A lecture about art ■ Can identify important details in a brief lecture about a famous artist	■ Can give a brief presentation about people, places, or things	■ Can write short, basic descriptions of people, places, or things	all over occasion public (n) striking (adj) to be born
A telephone conversation ■ Can recognize details in a conversation about a vacation if delivered slowly and clearly	■ Can share information about known places ■ Can offer opinions and comment on statements provided by one's peers	■ Can write a detailed paragraph about a location that has personal significance	climate comfortable dry safe (adj) unusual
A recorded description ■ Can infer information about a location by recognizing important details in a recorded description	■ Can give directions to help one's peers find information on a map or brochure	■ Can write a short invitation to a party or event, including important details like time and location	app dinosaur huge interested locate AWL tour (n)

AWL = Academic Word List item

PART 3

Imperatives and the Simple Present

UNIT	GRAMMAR	READING
7 Imperatives; Suggestions with <i>Let's</i>, <i>Why don't we...</i>? Page 76 THEME Long Life	- Can use verbs in the imperative - Can make offers and suggestions with <i>why not/why don't you/we...</i>? - Can make suggestions with <i>let's</i> and <i>let's not</i>	Health Article: <i>Secrets to a Long Life</i> Can recognize an author's opinions in a short passage about an academic topic
8 Simple Present: Affirmative and Negative Statements Page 86 THEME Holidays	- Can use the simple present in a range of situations - Can use adverbs of frequency in the correct position in a sentence - Can use expressions of frequency as time markers PRONUNCIATION Third-Person Singular Verbs	Anthropology Article: <i>New Year Traditions Around the World</i> Can identify language related to customs, cultures, and traditions in a short article
9 Simple Present: <i>Yes/No</i> Questions and Short Answers Page 98 THEME Roommates	- Can ask <i>yes/no</i> questions in the simple present - Can construct short answers to <i>yes/no</i> questions in the simple present	Questionnaire: <i>Roommate Questionnaire</i> Can understand responses to a questionnaire on a familiar topic
10 Simple Present: <i>Wh-</i> Questions Page 109 THEME Dreams	- Can ask <i>wh-</i> questions in the simple present - Can use <i>who</i> and <i>whom</i> to ask about the subject or the object of a sentence	Radio Show Transcript: <i>Dreams</i> Can identify the main points in a written transcript of a radio show

PART 4

There Is/There Are; Possessives

11 <i>There is/There are</i> Page 122 THEME Places to Shop	- Can use <i>there is</i> and <i>there are</i> to introduce people or things into a conversation, or to talk about a location or time of an event - Can ask <i>yes/no</i> questions with <i>there + be</i>	Guidebook Excerpt: <i>The Dubai Mall</i> Can identify details that describe a specific location in a travel brochure or guide
12 Possessive Nouns and Adjectives; Pronouns; Questions with <i>Whose</i> Page 135 THEME Possessions	- Can use possessive adjectives, nouns, and pronouns - Can use an apostrophe to show possession with a variety of nouns - Can form questions with <i>whose</i> to ask about possessions	Conversation Transcript: <i>Whose Composition Is This?</i> Can identify the main facts in a conversation in a classroom setting

LISTENING	SPEAKING	WRITING	VOCABULARY
A product advertisement ■ Can follow the main points in a recorded advertisement	■ Can discuss what to do and where to go, and make arrangements to meet ■ Can give basic advice about everyday topics, using simple language	■ Can write an advertisement for a hotel, using a model for guidance	advice dead island nap (n) pray secret
A conversation about holidays ■ Can take detailed notes on a short conversation, listing both main ideas and supporting details	■ Can work with one's peers to prepare a short presentation about a holiday or custom ■ Can describe habits and routines	■ Can write a paragraph about a favorite holiday or tradition, using notes for support	at the stroke of culture AWL eve get together look ahead tradition AWL
A conversation about roommates ■ Can identify a speaker's likes and dislikes in a simple conversation	■ Can answer simple questions in a face-to-face survey ■ Can use a limited range of fixed expressions to describe objects, possessions, or products	■ Can write a simple email that provides personal information and asks routine questions	bother (v) easygoing messy outgoing private (adj) stay up
A conversation about dreams ■ Can identify key details in a conversation about dreams	■ Can give and elicit personal information about sleep habits, taking turns with a partner	■ Can ask for personal details in written form and use the material to write an interview	author (n) AWL guest nightmare remember unfortunately
A conversation about a place ■ Can provide directions to someone, based on information heard in a prior conversation	■ Can gather information about a place from a partner or group, summarize it, and present it to others	■ Can write a short description of a favorite place to shop	aquarium including (prep) indoor join luxury parking space
A conversation about possessions ■ Can identify ownership of possessions in a conversation that's delivered slowly and clearly	■ Can describe an everyday object in detail, also indicating who owns it ■ Can ask and answer questions about possessions	■ Can write a detailed paragraph that describes people in one's family	back (prep) composition excellent grade (n) AWL recognize

AWL = Academic Word List item

PART 5

Modals: Ability and Permission

UNIT	GRAMMAR	READING
13 Ability: <i>Can</i> or <i>Could</i> Page 150 THEME Animals and Their Abilities	- Can use <i>can</i> and <i>can't</i> to refer to present ability or lack of ability and possibility - Can express ability or lack of ability in the past using <i>could</i> and <i>couldn't</i> PRONUNCIATION Stress on <i>Can</i> and <i>Can't</i>	Scientific Article: <i>A Genius Parrot</i> Can confirm the validity of important information in a short non-fiction article
14 Permission: <i>Can</i> or <i>May</i> Page 160 THEME Special Diets	- Can give, deny, or ask about permission with <i>can</i> and <i>may</i> - Can use <i>Can I</i> or <i>May I</i> to ask for permission	Magazine Article: <i>Vegetarians and Vegans</i> Can use information in a short article to categorize items based on their characteristics

PART 6

Present Progressive

15 Present Progressive: Affirmative and Negative Statements Page 172 THEME People Watching	- Can use the present progressive to refer to situations happening now or in the extended present - Can use common time expressions with the present progressive	Online Article: <i>People Watching</i> Can confirm whether certain actions or conditions are true, based on information in an online article
16 Present Progressive: <i>Yes/No</i> and <i>Wh-</i> Questions Page 183 THEME Movies	Can use <i>yes/no</i> and <i>wh-</i> questions in the present progressive to ask for information about something happening now or in the extended present	Conversation Transcript: <i>A Very Funny Movie</i> Can identify the reason for specific actions in a movie or conversation
17 Simple Present and Present Progressive; Non-Action Verbs Page 194 THEME Smartphones	- Can determine when to use the simple present and when to use the present progressive - Can use a variety of non-action verbs to describe emotions, experiences, thoughts, and preferences	Technology Article: <i>Smartphone Mania</i> Can identify specific information in an article about technology

PART 7

Simple Past

18 Simple Past: Statements with Regular Verbs Page 208 THEME Travel	- Can refer to past events using common regular past simple forms - Can use common time markers such as <i>ago</i> and <i>yesterday</i> to denote the past PRONUNCIATION Regular Past Tense Endings	Personal Messages: <i>Greetings from Brazil</i> Can understand short, simple personal emails
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PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about dolphins ■ Can identify abilities of animals in a short conversation	■ Can offer one's opinions or beliefs about a common topic to a partner or group ■ Can exchange information on animals and their behavior	■ Can write a paragraph about a pet, using notes for guidance	genius intelligent AWL invent professor surprised (adj)
A conversation between a doctor and a patient ■ Can identify foods that a patient can or cannot have due to allergies or adverse reactions	■ Can tell a peer or medical professional what one can or cannot eat ■ Can communicate simple rules and regulations	■ Can write a note that describes the dietary restrictions of oneself or of others	dairy in common nutritious recipe substitute AWL
A telephone conversation between friends ■ Can use the information from a phone call to describe the location of people or objects	■ Can describe basic activities or events that are happening at the time of speaking	■ Can write a short narrative about what is currently happening in one's life or immediate environment	bored departure detective AWL psychologist AWL suit
A telephone conversation about family ■ Can identify a speaker's current location and describe what he or she is doing	■ Can rehearse a structured conversation with a partner, using prompts for guidance ■ Can discuss basic activities or events that are happening at the time of speaking	■ Can write a telephone conversation between friends about seeing a famous person	catch a cold cough fever scene still (adv)
A series of phone messages ■ Can identify a speaker's main purpose in a phone call or recorded message	■ Can express a variety of likes and dislikes to one's peers ■ Can collaborate with peers to prepare for and participate in a debate	■ Can write a short fictional story about everyday events, using an illustration as a prompt	connect constantly AWL feature (n) AWL improve waterproof
A conversation about a trip to Japan ■ Can confirm the length of time that someone did something in a conversation about travel	■ Can give a description of everyday topics, such as past habits, plans, and experiences ■ Can ask and answer simple questions about the past	■ Can write a detailed email about a vacation	cancel freeze land (v) miss (v) pick up

AWL = Academic Word List item